

**IUPUI**CENTER FOR SERVICE AND LEARNING
Division of Undergraduate Education

Program Evaluation Brief

August 6, 2019

Key Highlights:

Analysis of faculty response data from a 2018 survey of faculty/staff who had participated in CSL workshops, trainings, and/or requested information from CSL found that CSL programs have been beneficial for faculty/staff' professional growth as well as organizational changes across the campus. The campus culture and commitment to community engagement has been immensely supportive. Some CSL programs were reported as more popular, include the Service Learning Assistant Scholarship, workshops, one-on-one consultations, CSL website resources, and dissemination grants. Conducting a faculty/staff's needs assessment and more effective marketing are recommended for enhancing future CSL programs. Additionally, with the SLA program receiving positive feedback, additional inquiry about its influence on all stakeholders (students, as well as faculty/staff) is warranted. This inquiry will be conducted during AY 2019-20.

Quick Guide

p. 1: Overview and method
pp.3-4: Engagement in CSL opportunities
p. 5: Recommended CSL programs
P. 6: Open-ended responses
P. 8: Conclusions and recommendations

CONTACT INFORMATION

Office Hours:
Mon. – Fri., 8:30am – 5:00pm
Email: tomhahn@iupui.edu
Phone: 317-274-0110

To learn more, visit:
esl.iupui.edu

Perceptions of IUPUI Faculty and Staff Regarding the Center for Service and Learning Faculty/Staff Development Programs

By Sara Makki Alamdari, Thomas W. Hahn, Mary Price, and Morgan L. Studer

Overview

The purpose of this evaluation was to understand perceptions of IUPUI faculty and staff regarding the influence of the Center for Service and Learning's (CSL) programs and resources on respondents. Specifically, the evaluation was intended to deepen CSL's understanding of respondents' experiences as community-engaged professionals at IUPUI. Additionally, the evaluation sought to gather input on new ideas to strengthen CSL services and programming going forward. IUPUI faculty and staff who have participated in CSL workshops, trainings, and/or requested information from CSL were emailed during the fall of 2018 and asked to participate in the Qualtrics survey. The survey was anonymous. This report shares overall findings from the survey and provides general recommendations.

CSL Faculty/Staff Development

Since November 1993, the CSL has worked in a variety of ways to support faculty and staff to enact the campus mission and strategic plan for community engagement. This support takes a variety of forms (e.g., consultations, Service Learning Assistant Scholarships, dissemination grants, workshops). Additionally, CSL staff apply their expertise to develop faculty capacity – often through faculty learning communities - to incorporate community-engaged learning into their courses. These efforts included the following in 2017-18:

- Provided 138 consultations with more than 197 faculty and staff on topics ranging from service learning course design, community partnerships, Scholarship on Teaching and Learning (SoTL), community based participatory research, and documentation of publicly engaged scholarship.
- Conducted 20 workshops and convenings that attracted more than 391 faculty and staff
- Awarded \$8,650 to 19 faculty and staff representing 9 schools through the Dissemination Grant Program.
- Awarded \$257,325 to 94 students through the Service Learning Assistant Scholarship Program (SLA). SLA Scholars support faculty and staff in implementing community engaged research, courses, and projects. A prior study of the SLA program is available at <http://hdl.handle.net/1805/12268>.

Method

The CSL administered an anonymous survey via Qualtrics to more than 400 IUPUI faculty and staff who had participated in CSL workshops, trainings, and/or requested information from CSL. The study was supervised by Sara Makki Alamdari and Thomas Hahn. The survey included close-ended and open-ended questions and took approximately 10-15 minutes to complete. These researchers obtained IRB approval before conducting the evaluation (IRB # 1805308208).

Results

Sixty-three people responded to the survey (15.4% response rate). Demographic statistics and school are shown in Table 1. The majority of respondents were female (80.4%) and White (75.6%) and from the schools of Liberal Arts (27.7%), Health and Human Sciences (10.6%), and Medicine (8.5%)

**IUPUI**

CENTER FOR SERVICE AND LEARNING

Division of Undergraduate Education

*DEVELOPING CIVIC-MINDED GRADUATES AND PROFESSIONALS***Table 1: Respondent Characteristics**

Respondents (N=63)	
<u>Role</u>	
Faculty	63.5%
Staff	36.5%
Respondents (N=46)	
<u>Gender</u>	
Female	80.4%
Male	17.4%
Prefer not to say	2.2%
<u>Race</u>	
White	75.6%
Latinx	8.7%
Asian	4.4%
Black/African American	4.4%
Other	15.6%
<u>School</u>	
School of Liberal Arts	27.7%
School of Health and Human Sciences	10.6%
School of Medicine	8.5%
Office of Community Engagement	6.4%
Richard M. Fairbanks School of Public Health	6.4%
University College	6.4%
School of Science	6.4%
Purdue School of Technology	4.3%
School of Engineering and Technology	4.3%
Academic Affairs	2.1%
Herron School of Art and Design	2.1%
Kelley School of Business	2.1%
Office of Diversity, Equity, and Inclusion	2.1%
Public and Environmental Affairs	2.1%
School of Dentistry	2.1%
School of Education	2.1%
School of Nursing	2.1%
School of Social Work	2.1%

Additional descriptive results

- 31.9% of respondents reported that community engagement is part of their job description
- 31.9% of respondents were the first in their family to complete a post-secondary education
- 26.1% of respondents received a federal funded Pell Grant when they were an undergraduate

FAMILIARITY WITH CAMPUS COMMITMENT TO COMMUNITY ENGAGEMENT (N=63)

Faculty/staff were asked about the extent of their familiarity with the campus' commitment to community engagement and resources committed to community engagement.

Table 2

To what extent are you:	Not at all	Slightly	Somewhat	Moderately	Extremely
Familiar with the campus commitment to community engagement?	1.6%	1.6%	9.5%	36.5%	50.8%
Familiar with various campus resources related to community engagement?	4.8%	6.3%	17.5%	38.1%	33.3%

- Respondents reported strong awareness (87%) of the campus' commitment to community engagement.
- Respondents reported strong awareness (71%) of campus resources for community engagement.

*DEVELOPING CIVIC-MINDED GRADUATES AND PROFESSIONALS***PARTICIPATION IN LOCAL AND NATIONAL/INTERNATIONAL CONFERENCES (N=56)**

Faculty/staff were asked how often they presented their community engaged work at local and national/international conferences.

Table 3

To what extent have you:	Never	Rarely	Occasionally	Frequently
Presented your community-engaged work at local conferences and convenings	35.7%	16.1%	23.2%	25.0%
Presented your community-engaged work at national or international conferences and convenings	41.1%	17.9%	23.2%	17.9%

- The frequency of respondents never presenting community engaged work at local and national/international conferences is surprisingly high.

ENGAGEMENT IN CSL OPPORTUNITIES

Faculty/staff were asked if they had engaged in opportunities facilitated by CSL.

- 90.5% of respondents have participated in opportunities facilitated by CSL

Faculty/staff were then asked about the frequency of their participation in specific opportunities facilitated by CSL.

Table 4

To what extent have you engaged in the following CSL activities:	Never	Rarely	Occasionally	Frequently
Advisory Boards/Committees (N=51)	58.8%	11.8%	19.6%	9.8%
Bringle Civic Engagement Showcase (N=53)	37.7%	20.8%	22.6%	18.9%
Dissemination Grants (N=51)	56.9%	17.6%	21.6%	3.9%
Faculty Learning Communities/Communities of Practice (N=52)	40.4%	17.3%	34.6%	7.7%
Newsletters (N=54)	22.2%	9.3%	27.8%	40.7%
One-on-One Consultations (N=55)	36.4%	25.5%	25.5%	12.7%
Group/Departmental Consultations (N=51)	52.9%	23.5%	21.6%	2.0%
Service Learning Assistant (SLA) Scholarships (N=56)	26.8%	10.7%	26.8%	35.7%
Tip Sheets/Books (N=51)	43.1%	27.5%	21.6%	7.8%
Website Resources (N=54)	18.5%	24.1%	40.7%	16.7%
Workshops (e.g., Service Learning Basics) (N=54)	16.7%	25.9%	38.9%	18.5%

- CSL newsletters are read by a majority of respondents at least occasionally (68%).
- Over 60% of respondents have received funding from CSL to support a SLA Scholar.
- Website resources (57%) and workshops (57%) are other frequently used CSL opportunities.



DEVELOPING CIVIC-MINDED GRADUATES AND PROFESSIONALS

PARTICIPATION IN CSL PROGRAMS (N=33)

Faculty/staff were asked if they had participated in specific faculty learning communities (FLCs) developed by CSL.

Table 5

Have you participated in the following CSL program during your career at IUPUI?	Yes
Boyer Scholars Program	15.2%
Conducting SoTL on Service Learning Using the IUPUI Service Learning Taxonomy	21.2%
Engaged Department Grant	30.3%
ePDP Civic Learning Working Group	3.0%
Faculty Community Fellows	15.2%
FLC on Public Scholarship	17.6%
International Service Learning Teaching and Learning Circle	12.1%
Service Learning First Year Fellows	9.1%

- The large majority of respondents have not participated in these CSL programs.

RECEIVED SUPPORT

Faculty/staff were asked if they had received support (e.g., funding, materials, guidance, mentoring workshops) from any of the following campus units for their community engaged work.

Table 6

Which of the following IUPUI campus units have provided support (i.e., funding, materials, guidance, mentoring, workshops, etc.) for your community-engaged work?	Yes
Academic Affairs (N=49)	20.4%
Center for Service and Learning (N=52)	82.7%
Center for Teaching and Learning (N=50)	54.0%
Center for Translating Research into Practice (TRIP) (N=47)	14.9%
Community Health Engagement Program (CHEP) (N=48)	25.0%
Office of Community Engagement (N=52)	42.3%
Office of Vice Chancellor for Research (N=49)	34.7%
RISE Curriculum Development Grant (Former campus unit) (N=47)	19.1%
Solution Center (Former campus unit) (N=49)	28.6%
University College (N=48)	27.1%
Your School or Department (N=52)	76.9%

- Respondents partook in a variety of support opportunities, with the Center for Service Learning, Center for Teaching and Learning, Office of Community Engagement, and their own school or department being the highest.
- Some respondents also indicated other campus units such as IUPUI Arts and Humanities Institute, Indiana Clinical and Translational Sciences Institute, Office of International Affairs, President Myles Brand University Partnership Grant 1998, Family, School, and Neighborhood Engagement, Office of Diversity, Equity, and Inclusion, Indiana Campus Compact, and IUSM Office of Medical Service Learning.

*DEVELOPING CIVIC-MINDED GRADUATES AND PROFESSIONALS***RECOMMENDED CSL PROGRAMS**

Faculty/staff were asked to what extent they would recommend the following CSL opportunities/programs to a colleague.

Table 7

To what extent would you recommend the following CSL opportunities and/or programs to a colleague to support their professional growth and advancement?	Definitely would not	Probably would not	Neutral	Probably would	Definitely would
Bringle Civic Engagement Showcase (N=44)	0%	4.5%	29.5%	40.9%	25.0%
Dissemination Grants to Attend Conferences (N=44)	0%	0%	27.3%	27.3%	45.5%
Faculty Learning Communities/ Communities of Practice (N=46)	0%	0%	28.3%	32.6%	39.1%
IUPUI Research Academy (N=43)	0%	2.3%	60.5%	25.6%	11.6%
Newsletters (N=46)	2.2%	0%	28.3%	37.0%	32.6%
One-on-One Consultations (N=46)	0%	0%	21.7%	28.3%	50.0%
Group/Departmental Consultations (N=42)	0%	2.4%	33.3%	35.7%	28.6%
Service Learning Assistant (SLA) Scholarships (N=45)	0%	0%	8.9%	24.4%	66.7%
Tip Sheets/Books (N=43)	0%	2.3%	44.2%	32.6%	20.9%
Website Resources (N=45)	0%	2.2%	20.0%	35.6%	42.2%
Workshops (e.g., Service Learning Basics, Pathways to Excellence in Community-Engaged Scholarship etc.) (N=46)	0%	2.2%	13.0%	43.5%	41.3%

- Over 90% of respondents probably or definitely would recommend the SLA Scholarship program.
- Over 84% of respondents probably or definitely would recommend workshops.
- Over 78% of respondents probably or definitely would recommend one-on-one consultations.
- Over 77% of respondents probably or definitely would recommend CSL website resources.
- Over 70% of respondents probably or definitely would recommend applying for dissemination grants.



DEVELOPING CIVIC-MINDED GRADUATES AND PROFESSIONALS

OPEN-ENDED RESPONSES

In order to provide more context to their quantitative responses, respondents were also asked three open-ended questions. Several notable themes emerged during analysis of this open-ended data. These themes are presented on the following pages and supported by direct quotes of the respondents.

1) Career Growth and Enhancement

Respondents were asked the following question: *Considering your involvement with CSL staff and programs over time, in what ways have you used what you have learned to grow as a professional and advance your career?* The following themes were illuminated in their responses.

Improved Scholarship	<ul style="list-style-type: none">- Scholarship outcomes from this work contributed to my CV-dossier and advanced promotion from associate to full professor. In addition I received the Thomas Ehrlich Teaching Award for Service Learning and was a finalist for the National Ehrlich award in the mid 2000's.- I have been extremely fortunate to have access to the CSL through my career at IUPUI. Boyer program was instrumental to shape my disciplinary scholarship when I was a junior faculty member. Being a senior faculty member, I've been able to develop and influence a matured understanding of the disciplinary scholarship by engaging the faculty learning community on public scholarship. CSL has built a profound and solid foundation for supporting faculty growth in the area of civic engagement. I would not be able to accomplish what I have achieved as a scholar and educator without CSL.- Have been able to publish two articles on my work with a specific partner.- Refine my pedagogy around community-engagement; encourage other faculty to build community engagement into their scholarship; participating in PD activities such as Boyer's Scholar.
Better Teacher	<ul style="list-style-type: none">- I believe I have become better at integrating reflection into my classrooms and class discussions.- I have created a better service learning course -- stronger alignment of learning outcomes, learning activities, and assessment.- Service learning has opened doors for my students with regard to career opportunities.- I have created a better service learning course -- stronger alignment of learning outcomes, learning activities, and assessment; stronger community partnerships with reciprocal responsibilities; confidence to try new things and believe that the outcomes matter to students, IUPUI, and the community.
Broadened Perspective	<ul style="list-style-type: none">- Teaching courses that emphasize community-engagement has improved my teaching by giving me a broader perspective on students and subject-matter and by increasing enthusiasm.- Helped broaden my perspective and enabled me to share more on community engagement with students.
Improved Community Engagement (Partnerships)	<ul style="list-style-type: none">- I have gained knowledge about best practices for engaging with community partners that I know have helped me create deeper, longer lasting and more sustainable partnerships.- I have grown as a community engaged professional.- My interactions with CSL staff and programs have supported the community engaged teaching and research outcomes I have achieved at IUPUI.- CSL has built a profound and solid foundation for supporting faculty growth in the area of civic engagement.
Funding Obtained	<ul style="list-style-type: none">- COPC grant funding from the US Department of Housing and Urban Development initiated community driven assessment and engagement in the Near West neighborhoods in the late 90's and early 2000's.- US Department of Education Funding for two school university partnerships (Mary Riggs - IPS-IUPUI and Martindale-Brightwood-IPS-IUPUI) provided opportunities for undergraduate and graduate student service learning, faculty scholarship, and strengthened relationships with the university and the broader community.- Outcomes from this work and further development of collaborative relationships with the School of Physical Education and Restaurant Tourism resulted in the "Fit for Life" project at George Washington Community High School which developed into the Wellness Center and served as a prototype for the NFL sponsored Fitness Center which opened on the Near East side in conjunction with the Super Bowl in 2012.- "Better Together" grant with Nursing, Education and Social Work.



DEVELOPING CIVIC-MINDED GRADUATES AND PROFESSIONALS

2) Departmental/Organizational Changes

Respondents were asked the following question: *Considering your involvement with CSL over time, in what ways have you used what you have learned to advocate and support organizational changes in your department, school, or campus?*

Curricular Changes	<ul style="list-style-type: none">- I played a key role in integrating civic engagement into my department's curriculum by applying for and receiving multi-year grants that supported our efforts.- It helped to create the office I work in and my current position.- I developed the curriculum and faculty in my program and I conducted and disseminated research via conference presentations, workshops, and publications. I involved colleagues and students in service learning.
Faculty Mentoring	<ul style="list-style-type: none">- I have mentored faculty in my department and made sure they know about opportunities that are available to them for support for community-based work.- I've used my new knowledge to mentor faculty in my department, including helping them document and obtain peer reviews for public events that otherwise would not count as products of scholarship.- During my time at IUPUI I have worked to mentor new faculty in community engaged work.
Shifts in Department Priorities/Culture	<ul style="list-style-type: none">- I was able to advocate for my department chair to create an incentive program for other faculty in our department to engage in one community engaged project per semester.- Our community engagement work has influenced The Polis Center's SAVI project. We have advised this project (among others) on how to structure community dialogues and public programs and how to diversify perspectives and audiences.- I have used the resources of CSL to promote our department's international engagement through funding of Teaching Assistants.- Participation in CSL small faculty study groups advanced my scholarship and allowed me to show others how the community work could be supportive for tenure and promotion.- As part of a national group defining learning outcomes for my discipline, I advocated for the inclusion of civic-mindedness/civic engagement as one of those learning outcomes.

3) Broader Campus Culture of Community Engagement

Respondents were asked the following question: *In what ways has the broader campus culture of community engagement supported your professional development as a community-engaged scholar?*

Empowered	<ul style="list-style-type: none">- It helped to guide me professionally to where I am today.- Being in a university that really shares those same values has made it possible for me to enjoy a career where I felt supported in doing what I wanted to do. I could be authentically me.- I don't feel alone in advocating for social change. I feel the campus is behind me.- I have really appreciated the opportunities I have had at IUPUI to work closely with communities in both my teaching and my research.
Acceptance of Community Engaged Scholarship	<ul style="list-style-type: none">- When I went up for tenure and promotion, my research publications and conference presentations related to SL were not disputed. I went up on a balanced case and received a unanimous vote at every level. No one had issues with the SL teaching, research or service.- The campus culture of community engagement has been invaluable to my development. I feel my accomplishments have been recognized and appreciated by the university in terms of awards I have received and other recognition.- The campus support for CSL is clear evidence to execute the value statement of civic engagement. I've been able to grow into a community-engaged scholar due to the support of CLS and the university.
National Recognition	<ul style="list-style-type: none">- Over the years there has been broader campus support for community engagement. IUPUI has received national recognition which brings credibility to the units and faculty that have embraced this mission.



DEVELOPING CIVIC-MINDED GRADUATES AND PROFESSIONALS

4) Most Impactful CSL Programs

Across all three questions, the following CSL programs were mentioned as being beneficial.

Service Learning Assistant Scholarship	<ul style="list-style-type: none">- The Service Learning Assistantship program has been essential.- The Service Learning Assistantships have been invaluable.- I have also received assistance in the form of Service Learning Assistants as well as personal consultation of community-engaged research techniques. All very helpful.- Within my unit support for community engaged work is good and strongly supported if there is corresponding funding for service learning assistants, RA's etc.
FLC on Public Scholarship	<ul style="list-style-type: none">- Most important has been the FLC on Public Scholarship. This group's work has been vital to securing recognition for this kind of research and service. CSL's ability to advocate for and support community-engaged faculty work is critical to IUPUI and should remain central to CSL's mission.- I've been able to develop and influence a matured understanding of the disciplinary scholarship by engaging the faculty learning community on Public scholarship.
Research Academy	<ul style="list-style-type: none">- Attendance at the Research Academy was a huge catalyst in advancing my thinking and professional development around research on my community engagement efforts and my institutionalization work.- Engagement in Research Academy.

Conclusions

The findings from this study indicate that many faculty/staff who have engaged with CSL staff and resources have benefitted in various ways. Repeatedly, respondents noted the value of receiving a Service Learning Assistant Scholarship, workshops, one-on-one consultations, and website materials on their ability to do community engaged work. Likewise, the FLC on Public Scholarship and Research Academy were also attributed, albeit, not as frequently. Respondents have used CSL resources to advocate and support organizational changes in their department, school or campus in several ways including curricular change, faculty mentoring, increased funding, enhanced practice, networking, increased programming, and advocacy for community engagement. In addition, CSL programs have helped respondents in terms of professional growth through improved scholarship, better teaching, broadened perspective, improved partnerships, and increased funding opportunities. In achieving to these outcomes, the broader campus culture and commitment to community engagement have been a key factor.

Limitations of the Findings

Although this evaluation provided invaluable information, it had some limitations. A small number participated in the evaluation, and those who participated were more likely to have received more support from the CSL previously. Participation was not also representative of existing diversity in IUPUI in terms of race, gender, role, and school.

Recommendations and Future Inquiry

- Implementing additional marketing strategies for subsequent CSL offerings to faculty/staff is warranted. Many respondents were unfamiliar with multiple CSL offerings.
- Further exploring and addressing gaps between current CSL offerings and faculty needs would be beneficial.
- With the SLA program receiving positive feedback from respondents, additional inquiry about its influence on all stakeholders (e.g., faculty/staff, students) is warranted. This inquiry will be conducted during AY 2019-20.